

Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending			
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here:	
Grant Period:	May 1, 2018, to August 31, 2019	RECEIVED TEXAS EDUCATION AGENCY 2018 JAN 18 PM 1:36 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION	
Application deadline:	5:00 p.m. Central Time, February 6, 2018		
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>		
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087		

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
La Joya ISD	108912		
Vendor ID #	ESC Region #		
746001550	1		
Mailing address		City	State ZIP Code
201 E, Expressway 83		La Joya	TX 78560-0000
Primary Contact			
First name	M.I.	Last name	Title
Maria	B	Leal	Grant Coordinator
Telephone #	Email address		FAX #
956-323-2678	m.leal@lajoyaisd.net		956-323-2679
Secondary Contact			
First name	M.I.	Last name	Title
Clemencia		Garza	Technology Director
Telephone #	Email address		FAX #
956-323-2500	c.garza2@lajoyaisd.net		956-323-2679

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Alda	T.	Benavides	Superintendent
Telephone #	Email address		FAX #
956-323-2000	a.benavides@lajoyaisd.net		956-323-2010

Signature (blue ink preferred)

Date signed

Alda Benavides

1/10/18

Only the legally responsible party may sign this application.

Schedule #1—General InformationCounty-district number or vendor ID: **108912**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **108912**

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **108912**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #4—Request for AmendmentCounty-district number or vendor ID: **108912**

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$0	\$0	\$0	\$0
2.	Schedule #9: Supplies and Materials	6300	\$0	\$0	\$0	\$0
3.	Schedule #10: Other Operating Costs	6400	\$0	\$0	\$0	\$0
4.	Schedule #11: Capital Outlay	6600	\$0	\$0	\$0	\$0
5.	Total direct costs:		\$0	\$0	\$0	\$0
6.	Indirect cost (15%):		\$0	\$0	\$0	\$0
7.	Total costs:		\$0	\$0	\$0	\$0

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Schedule #4—Request for Amendment (cont.)County-district number or vendor ID: **108912**

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.		N/A	N/A
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 108912	Amendment # (for amendments only):
List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.	
A total o 8 campuses will be serviced through this grant: 1) Ann Richards Middle School, 2) Irene Garcia Middle School, 3) Domingo Trevino Middle School, 4) Memorial Middle School, 5) Lorenzo de Zavala Middle School, 6) Cesar Chavez Middle School, 7) Juan de Dios Salinas Middle School, 8) Dr. Javier Saenz Middle School.	
Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.	
<p>Demographic Data from the TAPR for 2016-2017 indicate an enrollment for La Joya ISD: 29,464 students. 93.8% or 27,631 students were Economically Disadvantaged</p> <p>La Joya ISD is located in La Joya, Texas and is part of Hidalgo County which is considered a low socioeconomic area as per the US Census data of 2010. Because of the poverty level of the community in Hidalgo County, many of the homes that compose the La Joya ISD community do not have access to Internet/Wi-Fi service.</p> <p>Of the 29,464 students enrolled at La Joya ISD during the 2016-2017 school year, 99.7% (29,369) students are Hispanic, 53% (15,623) students are English Language Learners and 7.4% (2,211) students are 7th graders.</p> <p>STAAR Performance during the 2016-2017 school year for 7th grade as per TAPR Results is as follows: Reading: District Approaches- 58% Sp.Ed Approaches- 23% ELL Approaches- 42% Writing District Approaches- 60% Sp.Ed Approaches.-17% ELL Approaches- 46%</p> <p>All 8 Middle Schools Met Standard. Three of the middle schools met distinctions in Reading: Lorenzo de Zavala Middle School, Cesar Chavez Middle School, and Memorial Middle School.</p> <p>Grant funding from the 2018-2019 Technology Lending Grant will be utilized as follows: 40 i-Pads per middle school: 40 X \$398.00 = \$15,920. \$15,920 x 8 campuses = \$127,360.00 40 i-Pad cases per middle school: 40 x \$349.50 per pack of 10 x 8 = \$11,184.00 Additional charging cables: \$956.00 Total: \$ 139,500 + \$10,500 Indirect Cost = \$150,000.00</p> <p>Technology obtained through the Technology Lending Grant will be assigned to 7th graders at the eight middle schools on a checkout basis to impact personalized learning and ensure that students learn the knowledge and skills in the required curriculum thus improving student performance in the STAAR performance for the 2017-2018, 2018-2019 and following years.</p> <p>These 40 i-Pads per middle school will be stored in the Library of each campus for 7th grade teachers to checkout and use during the instructional day by ELA/Writing Teachers. Students will have access to these digital tools in their classrooms during the day to complete assignments and projects. Additionally, students will be able to check out the i-Pads from the Library for overnight use to complete assignments and projects. Students will also be able to check out the i-Pads for 3 day overnight weekend periods of time to read e-Books available to students, conduct research for class assignments and/or to practice Coding skills via Code.org, the Playgrounds app by Apple, or Google apps.</p> <p>These digital tools will be used for instruction with a focus on Reading and Writing skills. The ELPS (English Language Proficiency) skills will be highlighted to impact social and academic language skills, and allow students the opportunity to increase speaking, listening, writing and reading skills to increase academic achievement, additionally, it is important to highlight that the ELPS correspond to the State's college and career ready standards.</p> <p>Use of the i-Pads will allow students to improve their technology application skills in preparation for online state testing such as TELPAS and STAAR testing. Critical thinking skills and innovative skills will also be enhanced.</p> <p>The use of the i-Pads will further help the 7th grade students to become digital age learners with a focus on creative communication by using digital media; becoming a computational thinker by expanding Coding skills; becoming an innovative designer using Computer Science skills; becoming an empowered learner by using digital tools and a digital citizen by using technology appropriately to connect globally with other learners.</p> <p>The i-Pads will be maintained by the Campus Librarian. Technical needs will be addressed by the Campus Technician. Wi-Fi and a robust bandwidth are available at each campus. The district has a Tech Mobile that will be available on a rotation basis to the eight middle school and surrounding communities for Wi-Fi access in the homes. Currently, the eight middle schools have a limited number of i-Pads a that are used to target 8th grade students academic needs in Social Studies. The equipment is at least three years old and in dire need of replacement.</p>	

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Schedule #5—Program Executive Summary (cont.)County-district number or vendor ID: **108912**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The district will continue to provide Staff Development in the area of technology integration, teaching with the i-Pad and using apps such as SeeSaw, Flipgrid, Virtual Reality, Augmented Reality, Quiver, Class Dojo, Imagination Learning, Quizizz, and other apps that will serve as tools to enhance learning, allow students to demonstrate creative thinking, constructive knowledge, conduct research, develop solutions, and create original works. Students will enhance their digital citizenship skills and contribute to team projects as they interact and collaborate with peers and experts. A total of 32 teachers (4 per participating campus) would be provided with staff development the at district's expense that will strategically target students' areas of need in reading and writing. Approximate cost of the in-house professional development would be \$10,560.00 (11 sessions of 6 hours x 2 trainers per session at \$80 per hour).

The district approach towards technology integration as a learning tool will be intentional about examining student academic growth by measuring BOY (Beginning of Year), MOY (Middle of Year) and EOY (End of Year) reading skills as well as fluency and reading comprehension skills to ensure a measure for success is available to analyze through reliable data. Current enrollment (12-12-2017) for the selected campuses to participate in this grant is as follows:

Chavez MS: 843 / 285 7 th gr.	De Zavala MS: 705 / 249 7 th gr.	Irene Garcia MS: 807 / 270 7 th gr
Memorial MS: 755 / 250 7 th gr.	Ann Richards MS: 837 / 297 7 th gr.	Dr. Javier Saenz MS: 813 / 253 7 th gr.
J. D. Salinas MS: 838 / 298 7 th gr.	Domingo Trevino MS: 826 / 275 7 th gr.	

District Total students: 28,642, MS Students: 6,454 students Grant Focus Group: 7th Grade 2, 185

In 2014, La Joya ISD developed a 1 to 1 i-Pad initiative for all 9th grade students in the district. It also provided 80 i-Pads to the eight middle schools to be used by 8th gr. students and 8th Grade Social Studies teachers to enhance instruction. These i-Pads are stored in a cart for charging and to be used on a check out basis from the Library by the teachers. Staff Development and frequent monitoring by the Technology Director was put in place. Parent meetings were held to share information on use and care of the i-Pads as well as to provide instruction to the community on internet safety. If awarded, grant funding will support the reading and writing needs of 2,185 current 7th graders in the eight middle schools at La Joya ISD. The La Joya ISD Annual Financial Report for August 31, 2016 reported the annual median household income ranging from \$26,688.00 to \$34, 057.00. The district covers 225 square miles and is composed of a community of 5 cities: La Joya, TX, Palmview, TX, Sullivan City, TX, a small portion of Mission, TX and Penitas, Texas. The community serviced by La Joya ISD is economically depressed with no significant change expected. Thus, many residences do not have Wi-Fi access because of their inability to afford it. Students do have access to the Internet at school during the school day. There are 2 public libraries that serve the La Joya ISD students and also provide Internet service: The La Joya Public Library located in La Joya, Texas and the Penitas Public Library located in Penitas, Texas. Each middle school has developed a Campus Improvement Plan that is reviewed and approved annually by the School Board. The Language Arts Coordinator for middle schools has developed a Scope and Sequence for 7th grade 2017-2018 school year. All 7th graders are tested in late fall on the Texas Middle School Fluency Assessment (TMSFA) to measure the student's reading rate, test Reading Efficiency, Sentence and Connected Text Reading Fluency. Seventh grade students also complete benchmark assessment in early January to measure growth in the 5 elements of reading and the Texas Essential Knowledge and Skills required curriculum in Reading and Writing. Seventh grade students take 6 weeks tests to measure growth in the 7th grade reading and writing curriculum. Seventh grade students also take TELPAS benchmarks in late fall to measure growth in the area of speaking, listening, reading and writing. Current classroom practices by English Language Arts seventh grade teachers include the use of the SeeSaw app on the i-Pad to have students record themselves reading and then listen to their recording to improve fluency. 7th grade students have limited access to the currently existing 80 iPads assigned to the 8th graders at each middle school campus. 7th grade students use i-Pads to log into System 44 Software for reading improvement in the 5 components of reading: phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. The Library department has provided 100 e-Books available to students. The district also purchases Mackinvia that provides students e-books in English and Spanish, access to Wonderopolis, Starfall, Wordle, Citation Machine, Infotopia, Capstone Interactive Library, TeachingBooks, Brain Pop in English and Spanish and many other online resources that will work well with the i-Pads for students to improve reading skills, fluency and reading comprehension skills. It is very important to note that while ipads are available at each middle school campus, they are primarily assigned to be used by 8th graders. In order to show significant improvement through the use of the previously mentioned interventions / programs, 7th grade students need access to additional iPads to personalize learning.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 108912			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$0	\$0	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$139,500.00	\$0	\$139,500.00
Total direct costs:			\$0	\$0	\$0
7% <u>indirect costs</u> (see note):			N/A	\$0	\$10,500.00
Grand total of budgeted costs (add all entries in each column):			\$0	\$0	\$150,000.00
Administrative Cost Calculation					
Enter the total grant amount requested:					\$150,000.00
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$10,500.00

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 108912		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	iPad Teaching Strategies for increased student achievement - In house training	\$0
2	iPad & Technology Integration - In-house training	\$0
3	iPads Apps for Reading, Writing, Listening, & Speaking training In-house training	\$0
4	ELPS in content areas Math, Science, Social Studies & ELA (In house training)	\$0
5	DLE (Dual Language Enrichment Model Components (In house training)	\$0
6	5 Components of Reading (in house training)	\$0
7	Writing Process (In house training)	\$0
8	Unpacking the ELA Standards (In house training)	\$0
9	Literacy and Information Genres (In house training)	\$0
10	Supplemental Aids for Reading & Writing Strategies (In house training)	\$0
11	Revising & Editing in the Writing Process (In house training)	\$0
12		\$0
13		\$0
14		\$0
a. Subtotal of professional and contracted services:		\$0
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a and b) Grand total		\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<u>Schedule #9—Supplies and Materials (6300)</u>		
County-District Number or Vendor ID: 108912		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$0
Grand total:		\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 108912		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$0
Grand total:		\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 108912			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			\$	\$
2	i-Pad with 3 year Apple Care	320	\$398.00	\$127,360.00
3	i-Pad case	320	\$349.50	\$ 11,184.00
4	i-Pad charging cables	50	\$ 19.00	\$ 956.00
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11		0	\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18		0	\$0	\$0
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$139,500.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant FundsCounty-district number or vendor ID: **108912**

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	27,631	93.8%	93.8% Based on TAPR 2016-2017 Report
Limited English proficient (LEP)	15,623	53%	53% TAPR 2016-2017
Disciplinary placements	395	1.2%	1.2% TAPR 2016-2017
Attendance rate	NA	93.3%	93.3% TAPR 2016-2017
Annual dropout rate (Gr 9-12)	NA	3.1%	3.1% TAPR 2016-2017

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
								2,211						2,211

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Schedule #13—Needs AssessmentCounty-district number or vendor ID: **108912**

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The 2018-2019 Technology Lending grant will be implemented as a district grant that will target the 7th grade students in all the 8 middle schools in the district: (2,210 students in 7th grade as per the TAPR Report 2016-2017)

- | | | |
|--|-------------------------------------|-----------------------------------|
| 1) Ann Richards Middle School, | 2) Irene Garcia Middle School, | 3) Domingo Trevino Middle School, |
| 4) Memorial Middle School, | 5) Lorenzo de Zavala Middle School, | 6) Cesar Chavez Middle School, |
| 7) Juan de Dios Salinas Middle School, | 8) Dr. Javier Saenz Middle School. | |

In order to maximize grant funding and instructional/academic benefits, the 7th grade students population was selected. Total student population of seventh graders in the district was 2,210 for 2016-2017.

A total of \$150,000 is being requested through the 2018-2019 Technology Lending Grant.

40 i-Pads **with cases** will be distributed to the 8 middle schools. These 40 i-Pads **will** address the academic need of 7th graders at each middle school with a focus on Reading and Writing skills.

In order to ensure instruction provided to 7th grade students in the district is appropriate, and that resources are allocated ensuring students' needs, the district engages in a Comprehensive Needs Assessment conducted by Federal Programs for all programs in the district. All programs used in the district are evaluated utilizing qualitative and quantitative data. Surveys are completed by teachers, counselors, administrators and parents. Assigned committees then go out to the schools and conduct observations on the programs in the district to gather qualitative data. Quantitative data from Benchmarks, TAPR Report and PBMA are also reviewed. Coordinators and Directors analyze all information to make recommendations for areas of need for the campuses and students. **Additionally,** central office coordinators and directors examine goals set by the departments to review if goals were met while examining student performance by the campuses and to prepare goals for the following year. Principals are given results of the Comprehensive Needs Assessment and the Goals to develop Campus Improvement Plans that will address the needs of students with a focus on student achievement. The TAPR results and PBMA results are used to prioritize goals for the following school year.

Campus Report Card results for 2016-2017 indicate **for the Middle Schools in La Joya ISD are as follows:**

Campus	Reading-Approaches % All/LEP/Sp.Ed.	Writing-Approaches % All/LEP/Sp.Ed.
Saenz Middle School	44 / 32 / 7	43 / 31 / 7
Salinas Middle School	48 / 36 / 20	54 / 45 / 13
Trevino Middle School	48 / 34 / 4	53 / 41 / 8
Ann Richards Middle School	60 / 51 / 14	63 / 57 / 5
Irene Garcia Middle School	61 / 40 / 38	61 / 42 / 19
Chavez Middle School	64 / 0 / 0	67 / 45 / 0
De Zavala Middle School	65 / 44 / 25	69 / 52 / 0
Memorial Middle School	66 / 50 / 17	63 / 44 / 5

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 108912		Amendment # (for amendments only):
Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Identified Need	How Implemented Grant Program Would Address
1.	Reading: Current student performance in the 2016-2017 TAPR Report was District Approaches 58%. Campuses to be addressed (8 campuses): Chavez MS Zavala MS Memorial MS Richards MS Saenz MS JD Salinas MS Trevino MS Irene Garcia MS Focused Group: 7 th Grade students.	Implementing the use of iPads by 7 th grade students will increase student performance in Reading through the classroom implementation of strategies. Reading teachers will undergo intensive professional development that will enhance their skills to impact student performance. Students will be provided with personalized learning, gain access to technology through the use of iPads at school and home.
2.	Writing: Current student performance in the 2016-2017 TAPR Report was District Approaches 60% Campuses to be addressed (8 campuses): Chavez MS Zavala MS Memorial MS Richards MS Saenz MS JD Salinas MS Trevino MS Irene Garcia MS Focused Group: 7 th Grade students.	Implementing the use of iPads by 7 th grade students will increase student performance in Writing through the classroom implementation of strategies. Writing teachers will undergo intensive professional development that will enhance their skills to impact student performance. Students will be provided with personalized learning, gain access to technology through the use of iPads at school and home
3.	ELL: Current ELL student performance in the 2016-2017 TAPR Report was ELL Approaches 42% in Reading and ELL Approaches 46% in Writing. Campuses to be addressed (8 campuses): Chavez MS Zavala MS Memorial MS Richards MS Saenz MS JD Salinas MS Trevino MS Irene Garcia MS Focused Group: 7 th Grade students.	Implementation of new instructional strategies by Reading and Writing teachers will provide students with a personalized learning experiences. New classroom strategies will include student devices and digital materials in lieu of traditional textbooks. Students will have access to e-books, and digital learning that will provide them with enhanced learning as required by the 7 th grade curriculum and the TEKS. Implementation of this program will enhance student's opportunity to improve social and academic language skills; reading, writing, listening, speaking and increase academic achievement.
4.	Special Ed.: Current Special ED performance in the 2016-2017 TAPR Report was Special Ed approaches 23% in Reading and 17% in Writing. Campuses to be addressed (8 campuses): Chavez MS Zavala MS Memorial MS Richards MS Saenz MS JD Salinas MS Trevino MS Irene Garcia MS Focused Group: 7 th Grade students.	Implementation of new instructional strategies by Reading and Writing teachers will provide students with a personalized learning experiences. New classroom strategies will include student devices and digital materials in lieu of traditional textbooks. Students will have access to e-books, and digital learning that will provide them with enhanced learning as required by the 7 th grade curriculum and the TEKS. Implementation of this program will enhance student's opportunity to improve social and academic language skills; reading, writing, listening, speaking and increase academic achievement.
5.	Technology Integration: Technology currently available at the middle schools is older than 3 years and does not suffice to provide 7 th grade students with checkout privileges. Local budget is limited and is mostly allocated for classroom instructional supplies.	The use of the iPads will allow the students to improve their technology integration skills in preparation for state online testing such as TELPAS and STAAR testing. Critical thinking skills and innovative skills will also be enhanced. The use of the iPads will help the 7 th grade students to become a digital age learner with a focus on creative communication by using digital media, expanding coding skills, becoming innovative designers and empowered learners through the use of digital tools.

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Schedule #14—Management Plan					
County-district number or vendor ID: 108912				Amendment # (for amendments only):	
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Title	Desired Qualifications, Experience, Certifications			
1.	Campus Librarian	Masters Degree. Trained on how to maintain /input technology inventory into the Hayes software. 3 years of teaching experience required			
2.	Principal	Masters Degree or higher. Ensures successful implementation of teaching strategies in the classroom. Monitors instruction and technology implementation. Ensures teachers receive professional development. Monitor assessments of students to measure performance.			
3.	Reading / Writing Teacher	Bachelor's Degree and SBOE Certification required. Implements teaching strategies, lesson design and delivery that provides digital learning and use of iPads/technology in the classroom. Provides delivery of technology applications and technology integration to positively affect teaching and learning. Ensures student success in TELPAS / STAAR assessments.			
4.	Technology Coordinator	Doctorate degree. Over 15 years of experience. Oversees & provide staff development in the area of technology integration and technology application. Assure that the district is compliant with state and local policy in the area of technology integration as stipulated in District Technology Plan.			
5.	Technology Director	Masters Degree. Oversees the entire technology program in the district. Will order i-Pads and cases, oversee the delivery of the i-Pads and oversee the staff development in technology applications and technology integration. Oversees lessons and activity provided in the Tech Mobile.			
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Objective	Milestone	Begin Activity	End Activity	
1.	Increase Reading & Writing performance for 7 th grade students.	1. Analyze middle schools TELPAS & STAAR Data	05/01/2018	08/31/2019	
		2. Develop a Campus Improvement Plan to address academic needs of students in Reading & Writing	05/01/2018	08/31/2019	
		3. Identify students' areas of need in Reading & Writing with use of Star Testing & Reading Fluency Testing.	05/01/2018	08/31/2019	
		4. Identify teachers' areas of need for PD in Reading & Writing by completing the LJISD Staff Dev Survey	05/01/2018	08/31/2019	
2.	Provide 7 th grade students with access to digital learning devices for personalized learning.	1. Order and distribute iPads for Middle School Campuses	05/01/2018	08/31/2019	
		2. Librarians inventory all iPads into HAYES software at campuses & follow protocols for equip. distribution	05/01/2018	08/31/2019	
		3. Conduct parent meetings to explain academic adv. of digital device use in the classroom, availability to 7 th gr. students and being an effective digital citizen.	05/01/2018	08/31/2019	
		4. Teachers' Implementation of lessons in the use of digital learning devices in the classroom to promote critical thinking and problem solving skills.	05/01/2018	08/31/2019	
3.	Increase technology app & integration in ELA and Writing class.	1. Provide sustained professional development in technology integration to Reading & Writing teachers	05/01/2018	08/31/2019	
		2. Schedule meetings with PD Director & C&I Exec. Dir. to plan & provide PD to Reading & Writing teachers.	05/01/2018	08/31/2019	
		3. Provide calendar of PD training sessions for Reading & Writing teachers on Electronic Reg. Online system	05/01/2018	08/31/2019	
		4. Campus Admin. conduct walkthroughs to ensure implementation of lessons promoting technology integration	05/01/2018	08/31/2019	
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.					

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **108912**

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to ensure the organization meets the goals and objectives constant monitoring is in place.

Student performance is constantly monitored utilizing some of the following data sources:

District Locally Developed Assessments

STAR

STAAR

Reading Renaissance

Based on information analyzed, administrators, teachers and staff make decisions and changes necessary to address students' instructional needs. These changes are communicated to teachers, staff, students, parents and community in a wide variety of ways which include, but are not limited to: Email, Parent Connection (Phone), School Website, District Channel 17, District Newspaper...etc.

In addition to analyzing data, administration keeps a calendar of objectives/milestones/deadlines which provide a clear guide of what must be accomplished and by what date as well as holding monthly principals' meetings to discuss campus/district goals.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

Current efforts in place at the La Joya ISD that will maximize the effectiveness of grant funds are:

1. Advisory/Intervention Period: where students are either engaged in independent reading or receive targeted instruction.
2. Curriculum/Assessment: Admin & teachers meet to analyze student data & target areas of need.
3. Data: DMAC is utilized to analyze student performance in STAAR, and provide teachers with tools to modify instruction.
4. Lesson Plans: Teachers meet during planning time to prepare instruction for students and ensure students' academic needs are met.
5. Professional Development is provided to Reading and Writing teachers to enhance their skills and ensure they are provided with the most up to date research based instructional strategies.

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Schedule #15—Project Evaluation			
County-district number or vendor ID: 108912		Amendment # (for amendments only):	
Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Beginning of Year (BOY) Middle of Year (MOY) End of Year (EOY) Assessments in Reading, Reading Comprehension and Fluency.	1.	Increase in performance by 10% for Reading and Writing in the Fall 2018
		2.	Increase in performance by 10% for Reading and Writing the Spring 2019
		3.	Increase in performance by 10% for Reading & Writing in May 2019
2.	Measure of student performance (Report Card) by 6 weeks grading period in Reading & Writing	1.	Increase in performance by 10% for Reading and Writing for 2 nd 6 weeks grading period (data comparison form 1 st 6 weeks) Increase in performance by 10% for Reading and Writing for 5 th 6 weeks grading period (data analyzed form 4 th 6 weeks)
		2.	Increase in performance by 10% for Reading and Writing for 3 rd 6 weeks grading period (data comparison form 2 nd 6 weeks). Increase in performance by 10% for Reading and Writing for 5 th 6 weeks grading period (data analyzed form 4 th 6 weeks)
3.	Measure of student performance (State STAAR Results) in Reading & Writing 7 th grade level	1.	Increase in performance by 10% for Reading and Writing in the May 2019 state assessment.
		2.	
		3.	
4.		1.	
		2.	
5.		1.	
		2.	
Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
In order to ensure program compliance the following baseline data will be collected and analyzed against data collected throughout the program implementation: <ol style="list-style-type: none"> 1. Incoming 6th grade historic data: Academic (report cards) & STAAR Performance in Reading & Writing 2. Academic Achievement (STAAR Reading & Writing,) for 2018 and 2019 school years 3. Technology Equipment Checkout Logs (6 weeks reports) 4. Professional Development Completion Reports Through the use of ongoing monitoring and adjustments (as needed) data for 7 th grade students (2,111 students) will be collected and analyzed to ensure program is successfully being implemented and that students are progressing towards the envisioned goal of 10% academic achievement increase in Reading & Writing. The data for the STAAR exam will be obtained from the State of Texas Assessment of Academic Readiness Summary Report Of 7 th grade students in Reading and Writing and the Texas English Language Proficiency Assessment System reports by grade level. Data reports of locally developed assessments will be generated utilizing DMAC as needed to identify student needs (BOY, MOY, EOY reports). Ensuring the careful analysis of student data will result in early identification of students needing academic interventions/assistance. Careful analysis of Technology Equipment Checkout Logs will provide data that will ensure a check and balances of project delivery and ensure the project provides every 7 th grade student the opportunity to access a digital device to acquire personalized learning and academic achievement of the 7 th grade curriculum.			

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **108912**

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

"TIPWeb-IT software is a centralized, real-time asset management system for schools providing administrative oversight of district-wide usage, retention and availability of technology equipment and operational assets".

As per the last HAYES inventory conducted for the La Joya ISD Middle Schools, the following iPads are currently in existence at these campuses:

1. Chavez Middle School – 90 iPads
2. De Zavala Middle School – 240 iPads
3. Irene Garcia Middle School – 82 iPads
4. Memorial Middle School – 77 iPads
5. Ann Richards Middle School – 156 iPads
6. Dr. Javier Saenz Middle School – 89 iPads
7. J D Salinas Middle School – 45 iPads
8. Domingo Trevino Middle School – 123 iPads

It is very important to note that the inventory of iPads at the 8 participating campuses are 3 years old (or older) and acquired through local funding. iPads' extended manufacturer warranty have expired or are about to expire within this school year.

There is limited funding at each middle school campus for the purchase of technology devices. Each campus assigns 15% of its budget for the purchase of technology tools. Funding provided by the 2018-2019 Technology Lending grant would be utilized to supplement, not supplant current services.

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Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **108912**

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided front side only. Use Arial font, no smaller than 10 point.

The TEA lending program aligns with the La Joya ISD Mission and Goals: La Joya ISD is an integral part of learning so students become successful and productive contributors to our global society. La Joya ISD is committed to continuous improvement, collaboration and accountability. District goals include providing technology application skills to promote 21st century learning. La Joya ISD will promote and cultivate a college and career readiness culture. The district will allocate the resources to support the instructional goals and objectives of the campuses and the district. The district strongly believes that state of the art technology tools should be integrated into the lives of students to enhance their learning and prepare them for the 21st Century.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **108912**

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district provides a robust Internet access and Wi-Fi to the eight middle schools. Every middle school has 100% wireless coverage and are connected to the district NOC via a 1GBPS leased fiber optic. Students will be able to use the 40 i-Pads on campus without any interruption of services. Internet access will be provided; however, Internet filters will be applied to assure compliance with the Children's Internet Protection Act. Students will receive instruction on how to practice safe digital citizenship. The 40 i-Pads would be used by the teachers and students on a rotation basis.

7th grade students will be able to take the i-Pad home. Many students do not have Internet access at their homes. The district has a Tech Mobile that will visit the 8 middle schools and surrounding community on a rotation basis to provide Internet access within the community. Students would download apps and activities to their i-Pads for use at home. Some apps do not require the use of internet access and students can improve their academic skills through the use of these apps as well.

Students would also need to visit the Penitas Library or the La Joya Library or local businesses such as McDonalds, Subway, Chick Filet, and Burger King in their community which provide free Wi-Fi access to utilize the iPad device.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **108912**

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The technology department is scheduled to offer spring and summer STEM camps to middle school students, including 7th graders from the 8 middle schools. The focus of the camps is STEM activities including, STEM careers/exploration using i-Pads, coding using the i-Pad, 3 D printers, the engineering design process and STEM activities to include engineering and design, computer science, force and motion, conductivity, chemical changes and technology and communications. All the activities directly tied to technology and the use of the equipment that will be procured through the Technology Lending Grant.

The Technology Department will utilize local funds to provide STEM camps to the middle schools participating in the 2018-2019 Technology Lending Grant Program.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

These activities are aligned to the Texas Technology Application Skills (communication and collaboration, digital content, problem solving and decision making); the ISTE standards (International Society for Technology in Education that include: creativity and innovation, communication and collaboration, research and information fluency, critical thinking, problem solving, decision making, digital citizenship and technology operations),and the ELPS (listening, speaking, writing and reading and added is interaction).

These activities are aligned to the proposed strategies that would be provided should the district receive the grant funds.

Seventh graders would use the i-Pads in meaningful processes that promote student achievement.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **108912**

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district provides a robust Internet access and Wi-Fi to the eight middle schools. Every middle school has 100% wireless coverage and are connected to the district NOC via a 1GBPS leased fiber optic. Students will be able to use the 40 i-Pads on campus without any interruption of services. Internet access will be provided; however, Internet filters will be applied to assure compliance with the Children's Internet Protection Act. Students will receive instruction on how to practice safe digital citizenship. The 40 i-Pads would be used by the teachers and students on a rotation basis.

The i-Pads will be maintained by the Campus Librarian. Technical needs and support will be addressed by the Campus Technician at each middle school campus. Wi-Fi and a robust bandwidth are available at each campus. Each participating middle school campus has its own designated full-time campus technician.

7th grade students will be able to take the i-Pad home. Many students do not have Internet access at their homes. The district has a Tech Mobile that will visit the 8 middle schools and surrounding community on a rotation basis to provide Internet access within the community. Students would download apps and activities to their i-Pads for use at home. Some apps do not require the use of internet access and students can improve their academic skills through the use of these apps as well.

Students would also need to visit the Penitas Library or the La Joya Library or local businesses such as McDonalds, Subway, Chick Filet, and Burger King in their community which provide free Wi-Fi access to utilize the iPad device.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **108912**

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The technology department will receive the 320 i-Pads and cases from the vendors. The i-Pads will be managed by the Iboss MDM Certification Network Security System. The Configuration Profile will be managed by the IOS Software profile provided by Apple, Inc. Restrictions are placed on the i-Pad to provide Wi-Fi networks and Internet content filters to meet The Children's Internet Protection Act of 2001.

The 40 iPad/cases will be delivered to the Librarian at the eight middle schools. He/she will enter them into the Hayes Software program to enter them as inventory for the campus. Seventh grade students will be able to check them out on a daily basis to take home to complete projects or homework, read e-Books or practice coding skills.

The upkeep of the i-Pads will be managed by the Librarian. If the i-Pad requires technical assistance a work order is placed for repair. I-Pads that require repair are forwarded to Apple, Inc. under their Apple Care service. The district will pay \$99.00 for three years of Apple Care for each i-Pad.

A Technology Integration Specialist under the Technology Department maintains the use and entry of technology equipment into the Hayes Software. He also manages the upkeep of i-Pads in the district.

Should an i-Pad get lost or stolen, a Police Report will need to be completed. A replacement will of the i-Pad will not be made. Should an i-Pad require new parts not covered by Apple Care will require that the campus cover the cost.

Should there be a competing need; a rotation schedule will be developed for Reading & Writing teacher use at each campus. The rotation schedule will be created with the consensus of the teachers and/or teachers adjusting timelines for project or classwork completion to allow the students enough time to use the devices.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The digital tools acquired by this grant will be accounted for per local policy CQ Legal issued 7/4/2016, Update 105 to purchase the i-Pads and cases which will be issued to 7th graders in the 8 middle schools in the district:

The digital tools inventory will be entered into the Hayes Software system purchased by the district to maintain data on technology purchases by the district. Each of the middle schools has a Hayes Software account to log in the i-pads/cases. Detailed inventory accountability is maintained through the Hayes Software.

Equipment cost includes a 3 year extended warranty policy.

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